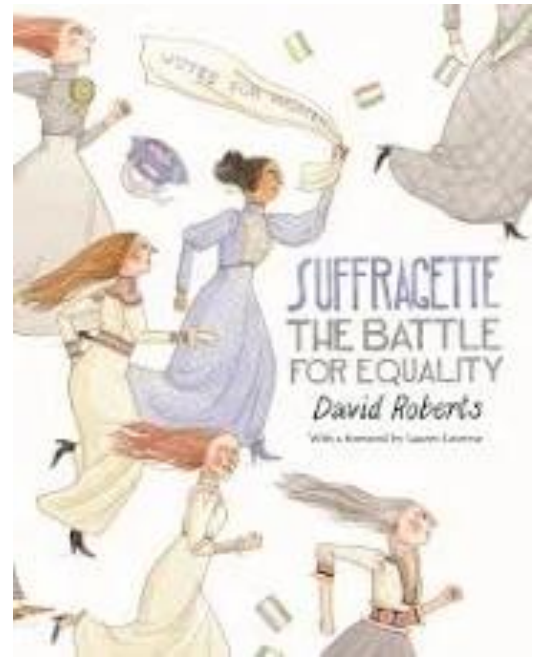


# Year Six Spring Term 1

**Text:** Suffragette – The Battle for Equality

**Literacy Coverage:** Formal letters, diary entries, balanced arguments, speeches, short news report, persuasive campaign.



## History:

- 1.1 - I can draw a timeline with different historical periods showing key historical events or lives of significant figures
- 1.2 - I can compare two or more historical periods; explaining things which changed and things which stayed the same
- 1.3 - I can describe some of the times when Britain has been invaded and how that has influenced modern day life
- 1.4 - I can explain how Parliament affects decision making in England
- 1.5 - I can explain how our locality has changed over time
- 1.6 - I can test out a hypothesis in order to answer a question
- 1.7 - I can describe how crime and punishment has changed over a period of time

## Design and Technology:

### Design

- 1.1 - I can use research to develop design criteria.
- 1.2 - I have an understanding of familiar products to help me develop my ideas.
- 1.3 - I can work from plans and modify my ideas if I need to
- 1.4 - I can clarify my ideas through discussion, drawing and modelling (making exploded diagrams, annotated sketches, prototypes and CAD)

### Make

- 2.3 - I can choose the right tool and equipment for the task e.g., cutting, shaping, joining and finishing (edging strips).

### Evaluate

- 3.3 - I can understand how key events and individuals in design and technology have helped to shape the world.

## Art:

### Textiles (Topic related)

- 5.1 - I can design fabric relief panel
- 5.2 - I can select & use materials and match the tool for the material
- 5.3 - I can use techniques such as printing, dyeing, weaving & stitching to create different textural effects
- 5.4 - I can develop skills in stitching, cutting & joining

## Music:

### Listening

- 1.1 - I can use musical vocabulary to analyse features within different pieces of music.
- 1.2 - I can compare and contrast the impact that different composers from different times have had an effect on people.

### Composing

- 1.3 - I can use a variety of musical devices e.g. Melody, rhythm, chords

## Speaking and Listening:

- 1.1 - I can talk confidently and fluently in a range of situations, using formal and Standard English, if necessary (1.1)
- 1.2 - I can ask questions to develop ideas and take account of other's views (1.2)
- 1.3 - I can explain ideas and opinions giving reasons and evidence (1.3)
- 1.4 - I can take an active part in discussions and can take on different roles (1.4)
- 1.5 - I can listen to, and consider the opinions of others in discussions (1.6)
- 1.6 - I can make contributions to discussions, evaluating and responding to others' ideas (1.7)
- 1.7 - I can sustain and argue a viewpoint in a debate, using formal persuasive language (1.8)
- 1.8 - I can express possibilities using hypothetical and speculative language (1.9)

## P.E.

### Dance

- 3.1 - I can develop sequences in a specific style
- 3.2 - I can choose my own music and style.

# Subjects/ Objectives to be covered alongside in Spring Term 1

– These can be taught as discrete lessons or within the main topic area.

## White Rose Maths:

Weeks 1 – 2 – Ratio

Weeks 3 – 4 – Algebra

Weeks 5 -6 - Decimals

### Science:

#### Light

1. Recognise that light appears to travel in straight lines.
2. Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.
3. Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.
4. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

#### Electricity

1. Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.
2. Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.
3. Use recognised symbols when representing a simple circuit in a diagram.

### Computing:

#### Purple Mash

#### Online Safety (Unit 6.2)

1. To identify benefits and risks of mobile devices broadcasting the location of the user/device.
2. To identify secure sites by looking for privacy seals of approval.
3. To identify the benefits and risks of giving personal information.
4. To review the meaning of a digital footprint.
5. To have a clear idea of appropriate online behaviour.
6. To begin to understand how information online can persist.
7. To understand the importance of balancing game and screen time with other parts of their lives.
8. To identify the positive and negative influences of technology on health and the environment.

#### Blogging (Unit 6.4)

1. To identify the purpose of writing a blog.
2. To identify the features of a successful blog.
3. To plan the theme and content for a blog.
4. To understand how to write a blog and a blog post.
5. To consider the effect upon the audience of changing the visual properties of the blog.
6. To understand how to contribute to an existing blog.
7. To understand how and why blog posts are approved by the teacher.
8. To understand the importance of commenting on blogs.

### R.E.

#### Expressing- If God is everywhere, why go to a place of worship? Christians, Hindus and Jewish people.

1. Make connections between how believers feel about places of worship in different traditions.
2. Select and describe the most important functions of a place of worship for the community.
3. Give examples of how places of worship support believers in difficult times, explaining why this matters to believers.
4. Present ideas about the importance of people in a place of worship, rather than the place itself.

### French: Spoken Language

- 1.1 - I can be aware that nouns have a gender.
- 1.2 I can talk in front of an audience (simple presentation)

#### Reading

- 2.1 - I can be aware that adjectives need to 'agree' with the noun.
- 2.2 - I can use context to work out unfamiliar words

#### Culture

- 4.1 - I know about the similarities and differences between our school and a French school.
- 4.2 - I can find out about traditional food and drink in France

### RSHE:

#### Being Me = Theme: Living in the Wider World:

- L6. Identifying the different groups that make up their community.
- L7. Describing the different contributions that people/groups make to the community.
- L8. Discussing diversity: what it means; the benefits of living in a diverse community; and how we value diversity within our communities.
- L10. Recognising behaviours/actions which discriminate against others and ways of responding to it if witnessed/experienced.
- L25. Recognising positive things about themselves/achievements and can set goals.
- H25. Identifying what contributes to who we are.
- R30. Recognising that our own behaviour can affect other people.
- R32. Respecting and recognising the differences and similarities between people.
- R33. Listening to and responding respectfully to a wide range of people..